DOCUMENT RESUME

ED 166 521 CE 019 948

AUTHOR	Karikka, Katherine
TITLE	[MATCHE: Management Approach to Teaching Consumer and Homemaking Education.] Occupational Strand: Management. Module II-F-1: Occupational Opportunities Related to Home Management and Supporting Services.
INSTITUTION	California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
SPONS AGENCY	California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
PUB DATE	78
NOTE	21p.; For related documents see CE 019 896-967 ; Back cover contains small print
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Answer Keys; Career Ladders; Educational Objectives; *Home Economics Education; *Home Management; *Occupational Information; *Performance Based Teacher Education; Performance Tests; Preservice Education; Resource Materials

ABSTRACT

This competency-based preservice home economics teacher education module on occupational opportunities related to home management and supporting services is the first in a set of two modules on occupational programs related to home management. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objective and overview, two units of instruction are presented: (1) career ladders and lattices in institutional home management and supporting services (containing a lesson on housekeeping skills and consumer services) and (2) determining local job market opportunities and entry-level skills (containing a lesson on local job opportunities). Each unit generally includes the following elements: objectives, overviews, narrative summary, and suggested activities and resources. Also included is a chart of a home economic career ladder, a sample job description, and a sample job analysis outline. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (CT)

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ED166521

OCCUPATIONAL STRAND:

MANAGEMENT

MODULE II-F-1 OCCUPATIONAL OPPORTUNITIES RELATED TO HOME MANAGEMENT AND SUPPORTING SERVICES

Module Writer: Katherine Karikka, M. S.

1978

Project Director
Gwen Cooke, Ph. D.

Assistant Director
Maurine Vander Griend, M. S.

MATCHE PROJECT Funded by:
Bureau of Homemaking Education
Vocational Education
California State Department of Education
Sacramento

CE 019 948

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

For further information contact:

Bureau of Homemaking Education
Vocational Education Unit
California State Department of Education
721 Capitol Mall
Sacramento, California 95814

The project was developed under a contract with the Bureau of Homemaking Education, California State Department of Education under the provisions of PL 90-576 and PL 94-482. However, the opinions expressed herein do not necessarily reflect the position or policy of the Bureau of Homemaking Education or the U. S. Office of Education, and no official endorsement should be inferred.

MATCHE PROJECT

1974-1978

Director - Dr. Gwen Cooke, Chairperson
Department of Home Economics
California State University, Fresno

Assistant Director - Maurine Vander Griend

Fifty-one MATCHE modules were written, using the format and objectives selected by the 1971 task force and advisory committee. Modules were reviewed and content validated by subject matter specialists at statewide workshops.

Module Writers

CORE

Margaret Barkley (2 modules), Arizona State University
Jan Chesemore (1), California State University, Fresno
Katherine Karikka (1), Califofornia State University, Fresno
Sharman Smith (1), Humboldt State University
Ruby Trow (1), California State Polytechnic University, Pomona

Housing

Patricia Hennings (9), California State University, Fresno

Foods and Nutrition

Jill Armstrong (1), San Francisco State University
Mary Byers (1), Loma Linda University
Joanne Caid (1), California State University, Fresno
Jan Chesemore (2), California State University, Fresno
Elena Kissick (1), California State University, Fresno
Evelyn Mar (1), California State University, Chico
Ratana Newsome (1), California State University, Fresno
Frank Waskey (1), California State University, Chico

Textiles and Clothing

Barbara Christensen (1), San Jose State University
Margaret Cylling (1), San Jose State University
Nina Henry (3), California State University, Northridge

Human Development

John Boogaert (8), California State University, Fresno
Nancy Winston (2), California State University, Fresno

Management

Betty Bailey (1), California State University, Northridge
Katherine Karikka (2), California State University, Fresno
Helen Mau (1), San Francisco State University
Jan Movey (3), California State University, Fresno
Vaunden Nelson (2), San Jose State University
Sharman Smith (1), Humboldt State University

1971-1973

Director - Dr. Ruth James
Department of Home Economics
California State Polytechnic University,
San Luis Obispo

Staff members at Cal Poly served as a task force responsible for the development and selection of instructional objectives, clustering of objectives into related modules, and writing of sixteen modules.

Task Force:

Connie Breazeale
Sarah Burrough
Leslie Labhard
Karen Sue Moerman
Mildred Roskie
Cheryl Stillman
Ellen Stookey

1971-1978

This project was initiated, sponsored, and funded under Public Law 90-576 and Public Law 94-482 by the Bureau of Homemaking Education, California State Department of Education, under the leadership of the following staff:

M. Catherine Welsh, Chief
Nona J. Verloo, Assistant Chief

Staff Members:

Mary P. Convey
Janice L. DeBenedetti
Martha C. Eichorn Martin
Theodora Faiola
Mildred Huber
Pat C. Kaan
I. Marjorie Remy
Dale Rossi
Dorothy W. Stone
Lucille Valincti
Maurine Vander Griend

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OCCUPATIONAL OPPORTUNITIES RELATED TO HOME MANAGEMENT AND SUPPORTING SERVICES

Module Objectives

Based on information obtained from an experienced employer or professional, the MATCHE student will be able to write a job description for any given occupation related to institutional, home management, and supporting services, and will be able to perform a task analysis for any given job within that occupation.

The MATCHE student will obtain as much actual work experience as possible in the area of institutional, home management, and supporting services to meet the requirements for certification and State Plan standards. (If the MATCHE student desires to teach an occupational program in this area, this objective must be met.)

Note: Requirements for the proper credential should be studied.

Module Overview

Occupational opportunities in the area of institutional, home management, and supporting services can lead to rewarding careers in the field of social work, in consumer services, and in the hotel/motel industry. Jobs are also available in tourism and recreational programs. Programs are being instituted by the government which employ homemaker aides and home health aides. Enterprising individuals have instituted personal shopping services. Industries, aware of the growing concern of consumers, have begun to employ consumer aides. There are entry-level jobs which can be challenging and rewarding to those who obtain training.

The home economics teacher who is responsible for an occupational training program for jobs related to institutional, home management, and supporting services should have had some actual job experience and should be able to determine the specific tasks and related skills which are required for each job.

To assist you in meeting these requirements, this module has been divided into the following units:

Unit 1: Career Ladders and Lattices in Institutional, Home Management, and Supporting Services

Unit 2: Determining Local Job Market Opportunities and Entry-Level Skills

UNIT 1

CAREER LADDERS AND LATTICES IN INSTITUTIONAL, HOME MANAGEMENT, AND SUPPORTING SERVICES

Objective

The MATCHE student will be able to develop a sequential list of institutional, home management, and supporting services related occupations based on an accepted career ladder and lattice for institutional, home management, and supporting services related occupations, and will be able to prepare a job description for selected entry-level job which is identified for the occupational clusters.

Overview

Although the training you will provide your pupils will concentrate on entry-level jobs and required skills, it is important that they learn about the career opportunities and chances for advancement that may stem from those entry-level jobs. This unit will help you gain the competency you will need to effectively motivate your pupils to consider occupational opportunities in institutional, home management, and supporting services as a meaningful and rewarding career.

Lesson: Housekeeping Skills and Consumer Services

Narrative Summary

There is an increasing demand for individuals with entry-level skills. Construction of new office buildings, hospitals, apartment houses, hotels, and motels will increase the demand for housekeeping services.

Development of programs whereby essential services will be provided for the elderly, the physically and mentally handicapped, the chronically ill, and families in stressful circumstances will create many entry-level jobs. Many of these jobs will have built in avenues for advancement for the capable individual.

National Committee on Household Employment (NCHE) is diligently working toward change in this occupation from a "no security--no future" occupation to one with fringe benefits, opportunity for advancement, and retirement benefits.

Suggested Activities

1. Reading assignment:

   a. Read the job description for Housekeeper, Laundry Worker and Maid, general, in the D.O.T.
   b. Look up the nature of the work and occupational outlook for "Private Household Service Occupations and Hotel Housekeepers and Assistants" in the Occupational Outlook Handbook, 1976-77 edition.
   c. Read Appendix G, pp. 451-461, Occupational Information, by Robert Hoppock.
   d. Study Career Ladders and Lattices in Home Economics and Related Areas, AHEA.
   e. Read Tips and Topics - Work-A Series of Decisions.

   Prepare an outline to use for Activity 2. Review outline with instructor.

2. Working in groups of two, survey one of the following institutions which utilize entry-level skills.

   a. Hotels and motels
   b. Convalescence or nursing homes
   c. Health Education and Welfare's (HEW) Homemaker-Health Aide Program
   d. Commercial household cleaning services
   e. Employment agencies for household help

3. Working in groups of two and based upon your readings and review job description posted by state and private employment agencies, prepare a job description for an entry-level job for one of the following occupational clusters.

   a. housekeeping skills utilized in
      private homes
      motels and hotels
      apartment buildings
      office buildings

   b. laundry skills
      private homes
      motels and hotels
      commercial laundries

   c. home management skills
      private homes
      supervisor of home health aides
      supervisor of housekeeping
      executive housekeeper
      substitute care services in homes disrupted by illness or other crises
      personal care
      meal preparation

   d. consumer service skills

4. Share your job description with the class. In your presentation, include characteristics essential to become an acceptable employee and identify essential training and education for advancement and fringe benefits of each job.

5. Read Career Ladders and Lattices in Home Economics and Related Areas, AHEA, and study Appendix A, p.8 . Select an entry-level job and develop a paper in which you would explain to a high school group of students how experience in this job could lead to paraprofessional or professional jobs.

Suggested Resources

American Home Economics Association. Career Ladders and Lattices in Home Economics and Related Areas. Second Printing. Washington, D.C.: 1974.

Christiansen, Ethlyn, and Mary D. Schlick. "Household Employment--New Careers in an Old Business." Reprint from Word Magazine, by National Council of Catholic Women, 1312 Connecticut Ave., N.W., Washington, D.C. 20005, Feb. 1969.

Hoppock, Robert. Occupational Information. New York: McGraw Hill, 1967.

"Household Employees Learn with Baked Alaska." Reprint from The Washington Post, Thursday, August 3, 1967.

Moore, Alverda, and Richard L.D. Morse. Consumer Demand for A Homemaker Service. Department of Family Economics, Kansas State University. Manhattan, Kansas, 1965.

State of Florida. Department of Education, Division of Vocational, Technical and Adult Education, Home Economics Education Section. Home Furnishing and Equipment Services: A Resource Guide.

Tucker, Georgianna, and Madeline Schneider. The Professional Housekeeper. Boston: Cahners Books, 1975.

U.S. Department of Labor. Dictionary of Occupational Titles. Bureau of Employment Security. Washington, D.C.: Supt. of Documents, 1965.

U.S. Department of Labor. Occupational Outlook Handbook, 1976-77 edition. Private Household Workers, pp. 179-181. Cleaning and Related Occupations, pp. 156-161. Personal Services Occupations, pp. 172-176.

Work-A Series of Decisions. Tips and Topics. 11, No. 2 (1972).

Your reports will serve as a progress test. If no additional assignments are given proceed to Unit 2.

UNIT 2

DETERMINING LOCAL JOB MARKET OPPORTUNITIES AND ENTRY-LEVEL SKILLS

Objective

The MATCHE student will be able to determine five locally available job opportunities in institutional, home management, and supporting services, and will be able to prepare a job profile for at least one of the job opportunities, stating the entry-level skill requirements, job description, and task analysis.

Overview

The ultimate goal of occupational training is gainful employment. It is important that occupational training be conducted for jobs that are available, and that the training provide the required skills for getting those jobs. This unit will help you to demonstrate the competency you will need to conduct an occupational program that is both meaningful and effective.

Lesson: Local Job Opportunities

Narrative Summary

Potential job satisfaction is dependent upon accurate and realistic job description and task analysis. With the increased demand for entry-level skills, industry is competing for the limited number of workers available offering highly competitive working conditions.

Suggested Activities

1. Check with the Chamber of Commerce or local Department of Human Resources or local vocational director to determine the following:

   a. What occupation or industry employs the largest number of dropouts or high school graduates of a given high school?

   b. What occupation or industry employs the largest number of high school graduates in the community? What is the potential for advancement in that occupation or industry?

c. Interview a local high school counselor to determine what occupation or industry is being considered by the largest number of students.

d. As a class, compile all information. What does the group report indicate? What are the implications for education?

2. Working in groups of two, select one of the following businesses or industries or governmental agencies and survey potential job possibilities that would utilize housekeeping skills or consumer service skills:

- Nursing or convalescent home
- Child care center
- Hospital
- Hotel
- Motel
- Welfare agency
- Employment agency for household help
- Senior Citizens village
- Commission on Aging

a. As a class, compile the information for use by class members. List at least five job opportunities available in the community.

b. Working in groups of two, prepare a job profile for at least one of these job opportunities, including the entry-level skill requirements, job description, and task analysis. Compile profiles for distribution to class members. Review Appendix B, p. 9 and Appendix C, p. 10.

c. For at least one of the job opportunities, determine the following:

1. Is transportation available or must the employee furnish it?

2. Are any meals included in the fringe benefits?

3. What are the physical qualifications for the job?

a. moderate lifting
b. physically active

4. What are the working conditions in the physical plant?

5. If job is at a motel or hotel, may the employee use the facilities during off hours?

6. What is the policy concerning absenteeism?

7. Is there potential for advancement?

8. Are there any stipulations governing working conditions for the employee in a private residence?

Have material available for class discussion.

Suggested Resources

American Home Economics Association. Career Ladders and Lattices in Home Economics and Related Areas. Second Printing. Washington, D.C.: 1974.

Hoppock, Robert. Occupational Information. New York: McGraw Hill, 1967.

"Household Employees Learn with Baked Alaska." The Washington Post, Thursday, August 3, 1967.

Tucker, Georgiana, and Madeline Schneider. The Professional Housekeeper. Boston: Cahners Books, 1975.

U.S. Department of Labor. Dictionary of Occupational Titles. Bureau of Employment Security. Washington, D.C.: Supt. of Documents. 1965.

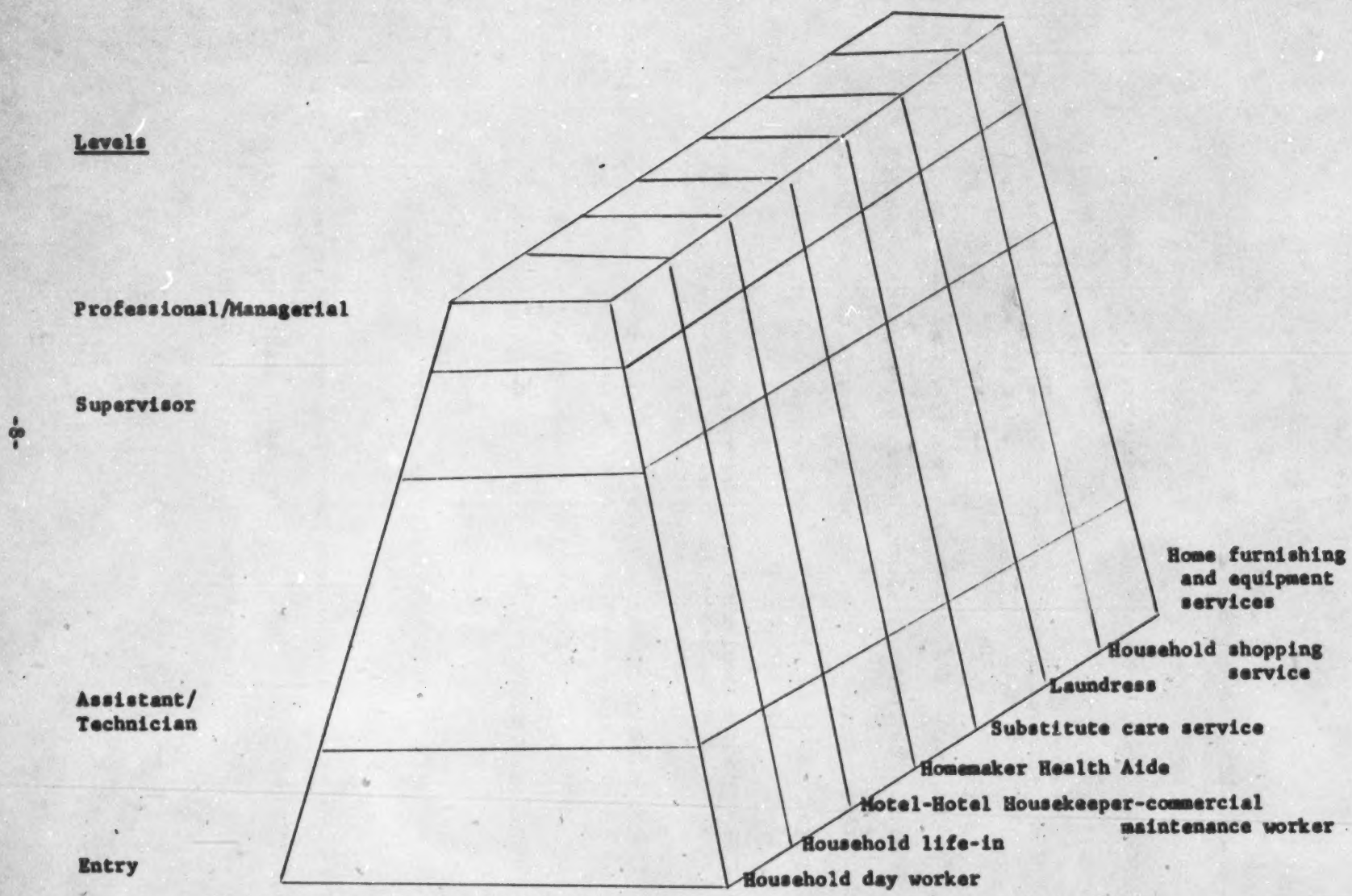
U.S. Department of Labor. Occupational Outlook Handbook, 1976-77 edition. Private Household Workers, pp. 179-181. Cleaning and Related Occupations, pp. 156-161. Personal Services Occupations, pp. 172-176.

Upon completion of activities you should be ready for Posttest. See your instructor.

APPENDIXES

Appendix A

Home Economic Career Ladder



Source: patterned after American Home Economics Association. Career Ladders and Lattices in Home Economics and Related Areas. Second Printing. Washington,D.C.: 1974.

Appendix B

Job Description

JOB TITLE: Consumer Services Aide

NUMBER EMPLOYED: 1

HOURS: Flexible--equivalent of four hours daily, Monday through Friday

DAYS OFF: N. A.

SALARY: Minimum hourly wage not to exceed twenty hours per week. Pay raise of _____ after six weeks. Periodic raises to a maximum of _____.

EXTRAS: N. A. (If uniforms are required, that information should be stated here.)

WORKING CONDITIONS: Pleasant, personal contact with client.

CONTACT: Contact with client and dealings in the marketplace.

SUPERVISOR: Agency supplying the services (welfare, senior citizens groups, etc.)

TYPE OF LABOR: Semi-skilled. Perform tasks necessary in making household purchases and in performance of other household administrative activities.

RESPONSIBILITY: Making necessary purchases, paying bills, and accounting of money handled.

AGE LIMITS: 20-60 (See physical qualifications.)

MENTAL QUALIFICATIONS: Ability to help determine clients' needs, plan shopping activities, and account for money handled. Must be alert.

PERSONALITY AND APPEARANCE: Pleasant, well groomed.

EXPERIENCE: None required.

EDUCATION: Class in consumer-homemaking education or bachelor living.

PHYSICAL QUALIFICATIONS: Able to sustain light physical activity.

TRANSPORTATION: Must have car. Mileage will be paid.

Appendix C

Job Analysis Outline

JOB SUMMARY:
WORK PERFORMED:
EQUIPMENT USED:
WORKING CONDITIONS:
STANDARDS OF PERFORMANCE:
SAFETY STANDARDS:

Job Summary: Performance tasks necessary in making household purchases and in the performance of household administrative activities.

Work Performed: The following tasks may be performed by the client alone, with the help of the consumer services aide, or by the aide entirely:

1. assess nutritive needs of client and/or client's family
2. plan menus
3. make out grocery list from menus

The following tasks would/could be done by the aide:

1. select food items from list
2. bring them to client's home
3. store items properly
4. shop for non-food items needed by the client
5. make payments on utility bills if client wishes this done

Equipment Used: Aide must have a car available.

Working Conditions: Aide must be able to work cooperatively with others.

Standards of Performance:
Must be able to carry out clients' wishes.
Must be able to accurately account for all money handled by the aide.

Safety Standards: Determine what coverage there is, i.e., workman's compensation, disability, and whether or not aide's car insurance would cover such activities or whether the client would be liable.

MODULE PRE/POSTTEST

Occupational Opportunities
Related to Home Management
and Supporting Services

Student_____

Instructor_____

Date_____

Student: This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of pretest results.

1. Define:

   Career ladders

   Career lattices

   Job clusters

   Job analysis

   Job description

   Task analysis

   OSHA

   DOT

   NCHE

2. Prepare a chart delineating ladders and lattices for job opportunities utilizing housekeeping skills. Underline entry-level jobs.

3. Using an outline form, write a job description for entry-level skills needed by a home health aide, or a homemaker's assistant.

Return this test to your instructor for evaluation.

ANSWER KEY
MODULE PRE/POSTTEST

Occupational Opportunities Related to
Home Management and Supporting Services

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. Career ladders--show the hierarchy of jobs from the entry-level through paraprofessional to professional in a particular occupation. Career ladders lend themselves to vertical mobility starting with entry-level jobs to management jobs in any one occupation.

   Career lattices--facilitate lateral mobility as seen in clusters of occupations where some skills may be used for jobs in several occupations.

   Job clusters--occupations around common patterns of interest, aptitude, general educational development, temperament, and physical demands.

   Job analysis--a technique of making an inventory (analysis) of all the learning activities that are associated with a specific instructional area.

   Job description--includes a description of the requirements, qualifications, working conditions, working hours, pay, fringe benefits, if any, and opportunities for advancement.

   Task analysis--a sequential list of all tasks required to complete a specific job.

   OSHA--The Occupational Safety and Health Act (OSHA) became law in April, 1971. It covers approximately sixty million employees in five million companies. OSHA makes it mandatory for every employer to keep his place of business "free from the hazards that are likely to cause death or serious harm to his employees."

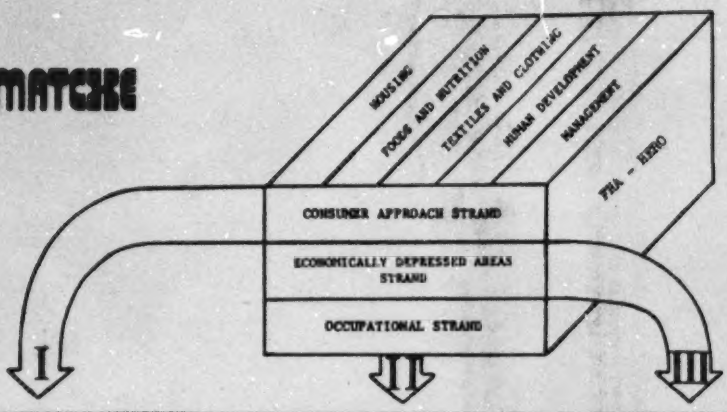
   DOT--Dictionary of Occupational Titles. Descriptive information concerning most jobs in the American economy. The standardization along with the definition of what each job involves provides a unique tool to the public employment service, counselors, educators, the personnel world, and employers at large.

NCHE--National Committee on Household Employment. A committee established to "develop, promote, and elevate the status of household related services as well as the quality of employment in such services." Many training programs have been developed for home related services, and suggestions for the development of specialized services to provide options for upward and lateral mobility.

2. See Appendix A or any similar type of chart acceptable to instructor.

3. Job description should include job title, educational requirements, personal qualification, working conditions, working hours, salary, fringe benefits, type of work, responsibility.

MATRIX



	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumper Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele